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Student Growth: What schools are all about

Promoting student growth binds together the work of every school. The planning, writing and collecting of evidences of student growth, together with other actions taken toward school improvement, are not separate work but, in fact, the same work. The student growth process is designed to assist principals and teachers as they identify the learning priorities for their students, guide instructional practices aligned to the goals, and monitor progress students are making.

Planning

Before the actual writing of Student Growth Goals (SGGs), principals and teachers should review relevant data to determine needs. This is [Step 1](#) of the Student Growth process. For example, the Consolidated School Improvement Plan (CSIP) is a living document that lays out specific details of the school's work and should be the blueprint of the actions a school is taking to show student growth. A review of the strategies and activities in this plan helps lay a foundation for the creation of student growth goals. When the enduring skills that will be the focus of the SGG have been determined, consult the District Certified Evaluation Plan (CEP) for guidance and timelines about the SGG process.

Writing

[Step 2](#) of the SGG process is the actual writing of the goal. Consider how the enduring skills previously identified will be addressed through the wording of the Student Growth Goal. Collaborating with colleagues and administrators to agree upon common language for the SGG will be helpful. Consider the following questions:

- What enduring skills are needed?
- What will growth toward the enduring skill look like?
- What sources of evidence will be accepted to demonstrate growth?

Student Growth Goals should reflect the work of all educators in the school.

Collecting

Collecting evidences of student growth is [Step 4](#) in the SGG process and is the continuous, daily work of schools. Principal and teacher goals may look a little different in written form, but the data should reflect the growth of students. Professional Learning Communities (PLCs) serve a vital role in the SGG process when collaborative discussions occur among school personnel focused on student learning and evidence of growth.

When connected to the real work of schools, the Student Growth Process within the Professional Growth and Effectiveness System (PGES) is a valuable tool in improving the effectiveness of principals and teachers.
